

INTRODUCTION

The Federated States of Micronesia National Department of Education (FSM-NDOE) provides leadership and oversight of the educational programs in the four FSM island states: Chuuk, Kosrae, Pohnpei and Yap. Under the Individuals with Disabilities Education Act (IDEA), FSM is considered a unitary educational system for the administration of the IDEA Part B Special Education Program. Given FSM's unique geographic context, NDOE functions as the State Education Agency (SEA) for the administration, supervision, and monitoring of special education and related services delivered in the four FSM island states through their State Departments of Education, considered Local Education Agencies (LEAs).

NDOE submits the FSM IDEA Part B State Systemic Improvement Plan (SSIP) Phase II which represents a comprehensive, multi-year improvement plan that is aligned to NDOE's educational priorities and incorporates implementation science and evidenced-based practices (EBP) for improving educational results for children and youth with disabilities in the FSM. FSM's SSIP Phase II describes FSM's infrastructure development and implementation of evidence-based practices to meet FSM's State-Identified Measurable Results (SIMR) identified in FSM's SSIP Phase I.

SIMR STATEMENT: *FSM's SIMR is clearly based on data and infrastructure analysis, is aligned with current agency initiatives or priorities, and will impact improved results for students with disabilities in FSM.*

Increase English literacy skills of all students in Early Childhood Education/Kindergarten-5 (ECE/K-5) through Grade 5 in the FSM, with a particular focus on students identified as having a disability.

FSM's SIMR is aligned with Indicator 3C – Assessment for Reading.

As described in FSM's SSIP Phase I, the selection of FSM's SIMR was determined through the review of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) baseline data for FSM's Project LIFT (*Literacy Intervention for FSM Leaders of Tomorrow*) at the four pilot elementary schools and the research on implementation science and the development and implementation of the Response to Intervention (RTI) framework.

BASELINE, TARGETS, AND FFY 2014 PERFORMANCE: *In FFY 2013, FSM provided baseline data and targets from FFY 2014 through FFY 2018 for its SIMR. In FFY 2014, FSM provided valid and reliable performance data to determine whether FSM met its FFY 2014 targets.*

FSM's SIMR is measured using the average score of literacy skills assessed through the DIBELS assessment across ECE/K-5 through Grade 5 in the four pilot schools, with targets set for both increasing the percent of students that are meeting established benchmarks as well as decreasing the percent of students in the category of "Intensive."

FSM’s FFY 2013 SSIP baseline data were from the Fall 2014 beginning of the year DIBELS assessment, which represented baseline data for FSM’s Project LIFT. The DIBELS assessment is administered in the four pilot schools three times a year: beginning of year (BOY), middle of year (MOY), and end of year (EOY). For school year 2014-2015, however, the end of the year DIBELS assessment was not administered in two of the four pilot schools. One school was impacted by the typhoon and the other school changed leadership at the school. The FFY 2014 SSIP performance data will therefore be the Fall 2015 DIBELS assessment, which includes beginning of the year data from all four pilot schools and represents one year from baseline data.

Table 1 displays FSM’s reported FFY 2014 performance data against the targets established for FFY 2014. As shown, FSM exceeded both targets for all students in ECE/K-5 through 5th grade in the four pilot schools. The Project LIFT *School-Wide Data Matrix*, included as **Appendix A**, provides the breakdown of percentages by grade and assessment focus for each performance level: Benchmark, Strategic, and Intensive, with the overall average percentage reported as FSM’s FFY 2014 SSIP performance data.

Table 1: SSIP Baseline Data, Targets for FFY 2014 through FFY 2018, & FFY 2014 Performance

	Baseline	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
% Benchmark	12%	14%	17%	21%	26%	32%
Growth Goal		(+2%)	(+3%)	(+4%)	(+5%)	(+6%)
FFY 2014 Performance		28%				
Met Target?		Yes				
% Intensive	71%	69%	67%	64%	61%	57%
Decrease Goal		(-2%)	(-2%)	(-3%)	(-3%)	(-4%)
FFY 2014 Performance		51%				
Met Target?		Yes				

As described in FSM’s SSIP Phase I, targets for the disaggregated special education students for FFY 2014 through FFY 2018 will have the same growth goal for % at Benchmark and decrease goal for % at Intensive, but for SSIP reporting purposes, special education students will be included with “All Students.” The Project LIFT *Data Matrix for FSM Special Education Students*, included as **Appendix B**, provides the percentage breakdown of performance levels by grades for students with disabilities. Overall, students with disabilities in the four pilot schools exceeded the FFY 2014 targets, similar to the reported average percentage for all students.

Table 2 displays the growth in performance for all students and special education students in the four pilot schools.

Table 2: Growth in Performance for All and Special Education (SpEd) Students in Pilot Schools

ECE/K-5 – 5 th Grade	% at Benchmark			% at Intensive		
	Baseline	FFY 2014	%Growth	Baseline	FFY 2014	%Growth*
All Pilot Schools						
All Students	12%	28%	16%	71%	51%	20%
SpEd Students	4%	21%	17%	77%	57%	20%

*Growth for Intensive represents the decrease in percentage.

As shown in Table 2, both groups exceeded the expected growth target for each performance level of 2% increase from baseline to FFY 2014 for Benchmark and 2% decrease from baseline to FFY 2014 for Intensive. Further, SpEd Students showed comparable growth with All

Students. Of significance to note for SpEd Students is the change in percentage from baseline data to FFY 2014 performance data, which resulted in the FFY 2014 performance data being similar to the FFY 2014 performance data for All Students.

ADDITIONAL DATA CONSIDERATIONS: *FSM considered the additional data review identified in Phase I to assist with the development of Phase II.*

As the early English literacy program is implemented, including screening and progress monitoring, NDOE will have critical information on appropriate special education and related services provided in a multi-tiered instructional support system to ensure students with disabilities have access to and support for progressing in the general curriculum. As discussed in FSM's SSIP Phase I, the multi-tiered instructional support will assist with the identification of students with disabilities and identification of the professional development supports needed for personnel, both general education and special education teachers.

NDOE facilitated a discussion with each pilot school team to determine the changes in the English literacy instruction and how the changes impact special education and related services for students with disabilities. The descriptions of what was happening before school year 2014-2015 versus what was occurring beginning school year 2014-2015 were significant. One pilot school team reported that what started happening in school year 2014-2015 was the opposite of what was happening in previous years. The pilot school teams shared the following:

- Prior to the 2014-2015 school year, English literacy instruction included:
 - English was not consistently taught in grades 1-4. Instruction in English usually depends on teachers' English skills and availability of English instructional materials.
 - Teaching practices were usually routine and based on what teachers were used to.
 - No tracking of student performance. Data were not collected and periodically reviewed to inform instructional decision-making. Teachers, principals, and other school personnel do not hold meetings to analyze student data.
 - Schools do not develop and implement a professional development plan. There is no structured professional development related to English literacy skills.
 - No core reading program/materials consistently implemented in the classrooms. Teachers used outdated and irrelevant reading materials available in the classrooms.
 - No coach in place to support teachers and monitor student progress.

- Beginning the 2014-2015 school year, English literacy instruction included:
 - English taught in the early grades starting at grade 1. Pilot schools took initiative to structure English instruction at the early grades with support from principal, coaches, and project consultant.
 - Professional development provided by an off-island consultant. Consultant conducts on-site visits and makes available off-site consultation via Skype and e-mail.

- Project LIFT team in place to support the pilot school. Periodic screenings are conducted and meetings held to review and analyze student performance data.
- Research-based English reading materials now available.
- Consistent collection of data. Instruction decisions made based on data.
- Explicit instruction in English literacy development.
- Coaches identified to support the pilot schools.

When asked about how the changes impact special education and related services for students with disabilities, the pilot schools reported that the RTI framework provides for tiered intervention, especially for students with disabilities. With data meetings occurring, the school teams are able to review progress data for all students. Changes in the IEPs include providing appropriate accommodations and increasing the frequency of services needed. It was shared that almost all students are making progress despite the need to make adjustments in their IEPs. The performance data reported in FFY 2014 seem to support this observation that IEP students and those without disabilities are increasing their English skills with this RTI instructional approach.

STAKEHOLDER INVOLVEMENT: *FSM included relevant representatives to support the development of Phase II of the SSIP.*

NDOE facilitated stakeholder involvement by soliciting broad stakeholder input for the development of the FSM IDEA Part B SSIP Phase II. As with the other State Performance Plan (SPP)/Annual Performance Report (APR) indicator development, the FSM National SPP/APR Leadership Team, comprised of representatives from NDOE and the four LEA Special Education Advisory Councils, including parents of children with disabilities, served as FSM's key stakeholder group for its SPP, including the SSIP.

The FSM Response to Intervention (RTI) or Project LIFT (*Literacy Intervention for FSM Leaders of Tomorrow*) National and State Leadership Team members served as other relevant stakeholders providing critical input for each SSIP Phase II component development. Team members included NDOE Chiefs and administrators, and LEA Department administrators, specialists, school administrators, teachers, and parents.

FSM's SSIP encompasses FSM's Project LIFT. The active engagement of Project LIFT National and State Leadership Teams during FSM's SSIP Phase II, along with the FSM National SPP/APR Leadership Team, are considered relevant representatives committed to providing critical stakeholder input for each SSIP Phase development and implementation.

COMPONENT #1: INFRASTRUCTURE DEVELOPMENT

1(a): INFRASTRUCTURE IMPROVEMENTS: *FSM specified improvements that will be made to the FSM infrastructure to better support LEAs to implement and scale up EBPs to improve the SIMR for children with disabilities.*

As reported in FSM’s SSIP Phase I, FSM’s RTI Initiative or Project LIFT provides guidance for assessing current practices and student performance in English literacy development. Since 2009, planning for the development and implementation of an English literacy program in the early grades has been deliberate to ensure FSM had the resources and supports for sustaining the framework for improvement. With input from the Project LIFT National and State Leadership Teams, FSM infrastructure system improvement includes the following:

A. Governance System: In March 2016, the NDOE revised its Mission & Vision statements:

Mission: To lead, administer, and coordinate a quality education system, support the achievement of high standards and meet the needs of all learners.

Vision: A unified education system that enables every citizen to participate fully in the development of the FSM, the Pacific community, and the world.

Emphasis of a “unified education system” bringing together all stakeholders has been the focus of FSM’s SSIP/Project LIFT, which is reflective of our island way – “It takes a village to raise a child.” Coming together as a team to address the educational needs of all children, including each child with a disability, will be critical in meeting FSM’s vision. Project LIFT Leadership Teams at the National and State levels therefore must be formalized as an educational system initiative.

As reported in Phase I, the RTI framework, also known as a multi-tiered system of supports, provides the systemic approach to providing educational opportunities for all students. This calls for the National and State Departments of Education to fully endorse the Project LIFT Leadership Teams to ensure the focus on early English literacy development is sustainable beyond the SSIP period.

Formalizing the Leadership Teams include identifying roles and responsibilities; implementing communication protocols; standardizing data collection and reporting; and establishing regular collaborative meetings to review key project activities. A consideration for holding regular meetings is to have an annual reading symposium in conjunction with the annual Micronesia Teacher Education Conference (MTEC) held in one of the FSM States (LEA) each summer. This major FSM education event could serve as an opportunity for Project LIFT Leadership Teams to convene to undergo project training, sharing, and planning for improvements.

B. Fiscal System: State-level budget planning needs to reflect priority for Oral and English language skills development and adoption of a core reading program using or in line with the project framework, including shared ownership by both general and special education. Fiscal

planning should also consider allocation of resources for personnel development on a predetermined timeline/schedule, based on accreditation reports, or other data reports.

- C. Data System:** Development of a data system (preferably web-based with tiered user access) for the purpose of monitoring progress for individual child, classroom, school, state/LEA, and of the entire project. The data system must keep in mind the current data system capacity for integrating the data for easy access and use by all Project LIFT stakeholders.
- D. Quality Standards:** As reported in Phase I, the National Department of Education (NDOE) developed English and Math Student Learning Outcomes (SLO) for all grades from early childhood through 12th grade. These SLOs have been incorporated into the school accreditation process National Standard #4 where student learning outcomes and quality of instructional service are periodically assessed. Project LIFT's periodic review of student performance in English literacy skills will become an integral component of the system's on-going review of quality educational services at the state level. State-level policies regarding the English and Math SLOs have been reported to be in place. However, these policies need to address the specific professional development requirement for incumbent primary teachers to be able to teach English language and reading. The fact that each pilot school team reported that English literacy skills are being taught in the early grades is promising for improving policies related to the implementation of a uniformed, required professional development for teachers.

A structured working relationship between state (LEA) and national accreditation teams will ensure project standards/activities are constantly assessed and improvements made based on student outcomes data, including the student results from the National Minimum Competency Test (NMCT), FSM's state-wide assessment. Project LIFT student and implementation data could possibly extend testing grades to lower grade levels, which would support the early English literacy instruction priority.

- E. Professional Development:** The establishment of an on-going teacher/coach/data training process and schedule is critical for supporting personnel capacity for early English literacy development. Partnership with local Institution of Higher Education (IHE) will be established in the planning and delivery of training services. Formalizing incentives for individual teachers/Principals/school/Coaches/Team Lead throughout project implementation will support scaling up and the availability of trainers for sustainability.

Project LIFT's infrastructure improvement in the area of professional development will supplement two NDOE proposed initiatives to begin 2016-2017, *FSM Principals' Academy* and *FSM Teachers' Academy*. Both initiatives include components that are aligned with the FSM Accreditation process to emphasize personnel development in decision making using reliable teacher, student, and relevant data sources, and establishment of an on-going review of process to gauge and monitor initiatives' successes.

- F. Technical Assistance:** As the off-island Project LIFT consultant builds local capacity for delivering effective early English literacy instruction, the trained national and state personnel should be included in opportunities to provide technical assistance to other schools within

and across states (LEAs) as part of scaling up and sustainability. Again, coordination of technical assistance to states and schools will include FSM Accreditation team review and recommendations for a seamless support system to ensure the limited resources available to states and schools are meaningful and beneficial to improve instructional services throughout FSM.

G. Accountability/Quality Improvement: It would be important to establish the linkage between accreditation personnel and the Project LIFT implementation process on a consistent basis. As discussed under Quality Standards, the National Standard #4 in the school accreditation process prioritizes the review of the English and Math Student Learning Outcomes. Project LIFT's focus on early English literacy development addresses this standard.

1(b): ALIGNMENT & LEVERAGE: *FSM identified steps to further align and leverage current improvement plans and initiatives in FSM, including general and special education, which impact children with disabilities.*

As described in Phase I, FSM's SSIP incorporates an initiative named Project LIFT using the RTI framework to increase English literacy skills in 2009. With technical assistance from the University of Oregon Technical Assistance and Consulting Services, FSM developed the *Project LIFT Overall Strategic Five-Year Plan* that describes the specific infrastructure system components of the framework and the timeframe for implementation. (refer to **Appendix C**) As outlined in the five-year plan, Project LIFT brought together general education and special education at the both the National and State levels to focus on the development and implementation of early English literacy. This five-year plan therefore serves as FSM's SSIP Implementation Plan.

During the March 2016 FSM National SPP-SSIP Stakeholder Meeting, National and State Leadership Teams reviewed the five-year plan to assess their current practices against the intended implementation strategies for school year 2014-2015 and 2015-2016. The teams indicated that they have implemented many of the strategies, but not to the degree that was intended for that school year. A couple of teams indicated that with the change in Department Leadership, they needed to revisit their Project LIFT Leadership Team composition. In prioritizing next steps, each State Leadership Team committed to specific actions to be addressed immediately in support of the five-year plan. The following action steps align to the five-year plan infrastructure system components: (refer to Appendix C for components)

Pohnpei:

1. **State-Level & Building Level:** Increase collaboration between general education and special education in support of the pilot school. Consistent monitoring at the school, including regular meetings, by key special education and general education administrators and specialists from the Department.
2. **State-Level:** Allocation of State-level funding support for instructional materials.
3. **Coaching, Data Analysis, & Instruction:** Increase professional development opportunities for the coach, principals and team.

Chuuk:

1. **State-Level:** Re-establish and formalize State-level Leadership Team through the State Director of Education team member appointments. As of March 2016, appointment of the State Director of Education is pending Chuuk State Legislature confirmation.
2. **Coaching, Data Analysis & Instruction:** Increase professional development opportunities at all levels.
3. **State-Level:** Re-assess the current part-time coach assignment for possibility of a full-time assignment.

Kosrae:

1. **State-Level & Building-Level:** Formalize language policies for English instruction at the pilot school:
 - a. English language and instruction starting at 1st grade.
 - b. Require the language of instruction be what they are teaching, such as teaching English requires instruction in English.
2. **Building-Level:** Maximize monitoring and walk-throughs (state level) – develop schedule of visits by Department Chiefs to ensure language policies are being implemented.
3. **Instruction:** Develop schedule for training on reading materials in Kosrae.
4. **State-Level:** Hire full time coach. Current coach has other teaching responsibilities. A full-time coach will assist with the scaling-up plans for additional schools.

Yap:

1. **State-Level:** Strengthen the State Project LIFT Team: More collaboration with other offices, community, and state leaders (Note: Shared data with leaders for funding, which was approved); roles to play; consistent meetings; support.
2. **State-Level:** Support for the new coach assigned.

With the priorities established by the State Project LIFT Leadership Teams, inclusive of the pilot school members, it was agreed that NDOE will facilitate the following infrastructure system components to support the priorities for immediate action identified by each State Leadership Team:

National:

1. **Instruction:** Assist States with completing procurement of reading materials (Language for Learning and Reading Mastery) for all project grade levels (ECE to 5th grade).
2. **Coaching & Instruction:** Plan for the on-going training for coaches, teachers, and others on use of the instructional materials. Facilitate training sessions for all teachers and support personnel, with an invitation to the College of Micronesia (COM-FSM) Instructors/Division Chairperson for Associate of Arts in Pre-Teacher Preparation course enhancement.
3. **State-Level:** Support states to further enhance Language Curriculum, Standards, and Benchmarks and the adoption of a Core Reading program to support curriculum.
4. **Data Analysis:** Develop a unified process to collect State data on local language/reading assessments and align analysis of data with project results and national assessment test (NMCT).

1(c): RESPONSIBLE PARTIES: *FSM identified who will be in charge of implementing the changes to the infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.*

As described in the five-year plan (Appendix C), key leadership tasks and commitments at the National and State levels have been identified to ensure implementation of the Project LIFT components.

A Core Team will be established to be comprised of the following:

1. Chief, Basic Education & Accreditation (NDOE)
2. Chief, Special Services (NDOE)
3. Project Lead-Chuuk DOE
4. Project Lead-Kosrae DOE
5. Project Lead-Pohnpei DOE
6. Project Lead-Yap DOE

The Project LIFT/SSIP Core Team will be responsible for the general supervision of the project at both national and state levels. Currently, employed personnel are given added duties/responsibilities to ensure project implementation. Dedicated positions at national and state for purposes of direct management and leadership of student learning will be important to sustain the focus. It is understood however that the ideal for a dedicated position would be dependent on budget allocations. With the focus on student learning outcomes, especially through the school accreditation process, implementation of Project LIFT/SSIP priorities needs to have a system for reviewing data at the national level and communication of outcomes and needs for improvement. It will therefore be the responsibility of the Core Team members to report to their respective Department Secretary or Director on the status of Project LIFT/SSIP and how implementation can be incorporated into other Department initiatives, such as school accreditation, Principal Academy, and Teacher Academy.

A review of the composition of National and State Leadership Teams resulted in the following membership requirements:

1. National:
 - a. Chief, Division of Basic Education & Accreditation (DBE&A) -Team Lead
 - b. Chief, Division of Special Services (DSS)
 - c. Data/Assessment Coordinator, DSS
 - d. Data Specialist, DBE&A
 - e. Accreditation Specialist, DBE&A
 - f. Early Childhood Special Education Coordinator, DSS
 - g. Education Chair, College of Micronesia (COM-FSM)
2. State:
 - a. Administrator/Division Chief -Team Lead
 - b. Language/Reading Specialist
 - c. Data/Assessment Specialist

- d. School Principal (as instructional leaders)
- e. Coach
- f. Special Education Coordinator
- g. Parent (PTA President/Advisory Chairperson/etc.)

As discussed earlier, the review of the Project LIFT Five-Year Plan resulted in specific actions to be taken at the National and State levels, including re-establishing or strengthening State Leadership Teams and facilitating collaborative partnerships between general education and special education.

It was therefore agreed that the National and State Leadership Teams must be formalized no later than **April 29, 2016**. Formalizing the teams should have their respective Department endorsement through the Director appointing team members comprised of at least the position/roles listed above. In addition, each team will draft implementation of project activities with timelines that will support the overall project timelines, targets, and expected outcomes. Draft plans will include personnel development (training) activities and timelines. Student progress monitoring database will be piloted at each state and be incorporated into their respective implementation plans as part of monitoring of the project, including reviewing individual student data, classroom data, school data, state overall data, and overall national data.

In addition, National and State Leadership Teams with project consultants will work with the FSM Association of Chief State School Officers (FACSSO) and other available funding sources to secure fiscal resources required for implementation of planned activities.

1(d): INVOLVEMENT OF MULTIPLE OFFICES: *FSM involved multiple offices within FSM NDOE, as well as other FSM agencies and stakeholder in the improvement of its infrastructure.*

FSM's SSIP/Project LIFT has been developed as a general education and special education partnership bringing together multiple offices at the National and State levels. As discussed earlier, the SSIP/Project Core Team, National Leadership Team, and State Leadership Teams are comprised of personnel from the different divisions and programs within each Departments of Education. Involvement of each division or program is through the identified team responsibilities. The Core Team, led by the National Chief of Basic Education & Accreditation, has taken on the following responsibilities:

- The Core Team Lead will make implementation decisions based on state performance and needs. The National Leadership Team will coordinate efforts to address unique State-level needs, as well as technical assistance needed by all FSM States (LEAs).
- The Core Team Lead will draft a project implementation agreement which will summarize/outline communications, delivery of assistance, planning/review meetings, project stakeholders' reports, etc. pertinent to successful implementation of project. This draft memorandum of agreement will include on-going project activities and timelines, such as-

- Annual SSIP Stakeholder Meeting in March.
- Reading Symposium in July.
- Beginning of the Year (BOY) DIBELS screening assessment the last week in September, with analysis report the last week in October.
- Middle of the Year (MOY) DIBELS screening assessment the last week in January, with analysis report the last week in February.
- End of the Year (EOY) DIBELS screening assessment the first week in May, with analysis report the last week in May.
- Quarterly FACSSO updates.
- RTI Institute every two years (participation in local and U.S. events).
- Annual report to the FSM Secretary to FSM President.

COMPONENT #2: SUPPORT FOR LEA IMPLEMENTATION OF EBPs

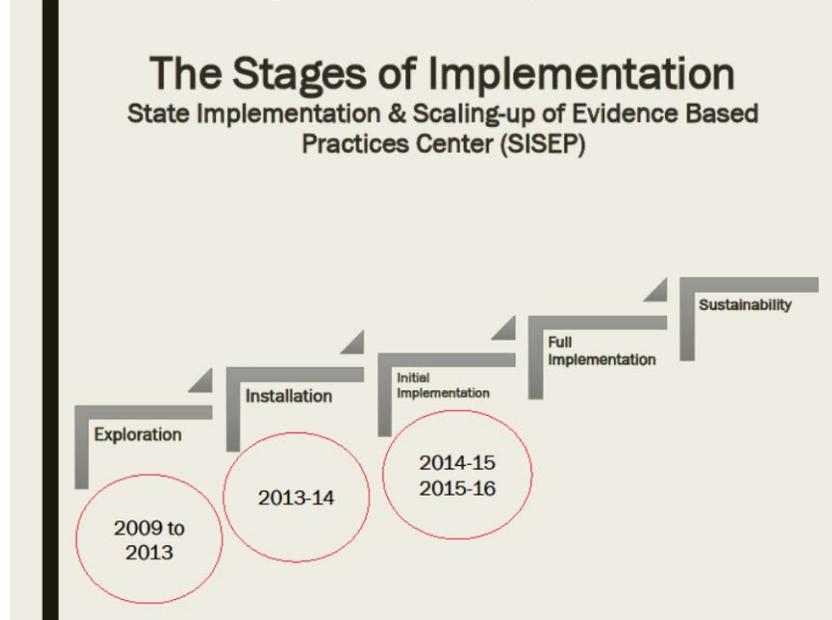
2(a): SUPPORT TO LEAS: *FSM specified how support to LEAs in implementing the evidence-based practices (EBPs) will result in changes in LEA, school, and provider practices to achieve the SIMR for children with disabilities.*

The NDOE serves as the State Education Agency (SEA) providing oversight and guidance to the four FSM State Departments of Education considered Local Education Agencies (LEAs). The mission of the National Department of Education (NDOE) is to *lead, administer, and coordinate a quality education system, support the achievement of high standards, and meet the needs of all learners*. FSM's SSIP/Project LIFT aligns with NDOE's mission to "lead, administer, and coordinate." FSM's *Project LIFT Overall Strategic Five-Year Plan*, included as Appendix C, provides the guidance for improving early English literacy development for all learners. The Project LIFT system components described include the responsibilities of NDOE (SEA) and the FSM State Departments of Education or LEAs. The RTI/Project LIFT system components include:

- **Commitment and Leadership:** Establishment of National and State Leadership Teams, with Building Level support to the school principal as the instructional leader.
- **Coaching:** Identification of a coach with development and implementation of coaching professional development.
- **Assessments:** Selection and implementation of the screening assessment in the four pilot schools. As described in Phase I, University of Oregon DIBELS was identified as the screening assessment for Project LIFT. FSM's SSIP baseline data were from the results of the DIBELS screening in the four pilot schools.
- **Data Analysis:** Establishment of the Project LIFT Data Team with professional development to the team for analyzing and interpreting data for improving instruction.
- **Instruction:** Schedule and instructional focus and delivery, intervention, and instructional materials outlined with professional development conducted by the Project LIFT consultant from University of Oregon.
- **Project LIFT Program Evaluation:** Outlines the use of student performance data to measure project progress.

Figure 1 provides a visual of the five-year plan in relation to the stages of implementation. With consultation support from the University of Oregon, FSM's Project LIFT is considered to be in the "initial implementation" stage. As discussed earlier, feedback from the pilot schools about what was happening prior to school year 2014-2015 versus what was happening during that school year is evidence of installation and initial implementation. FSM's National Leadership Team continues to work towards sustainability and scaling up EBPs.

Figure 1: Stages of Implementation with Project LIFT Five-Year Plan



2(b): COHERENT IMPROVEMENT STRATEGIES: *FSM identified steps and specific activities need to implement the coherent improvement strategies, including communication strategies, stakeholder involvement, how identified barriers will be addressed, and implementation of activities with fidelity.*

FSM’s *RTI Project LIFT Overall Strategic Five-Year Plan*, included as Appendix C, provides the guidance for improving early English literacy instruction in the four pilot schools. Key to the steps for addressing the implementation of the improvement strategies is the establishment of FSM’s SSIP/Project LIFT Core Team and Leadership Teams described in the Infrastructure Development section. Specific steps and activities include:

Communication Strategies

1. Monthly technical assistance calls-progress monitoring, data verification
2. Periodic email communications from the National Team Lead to State Team Leads, with copies to all State Leadership Team members
3. Project LIFT website, Special Education website, and NDOE website postings
4. Quarterly (or as needed) Team meetings
5. State training plan will be kept at National for purposes of assisting with the delivery of trainings and monitoring of trainings delivered. (A tool to be developed to validate if skills/contents are implemented during instruction, etc.)
6. National will work/guide States and gradually allow for states to have total control and management of implementing improvement strategies, monitoring progresses toward short and long-term goals, etc.

Stakeholder Involvement

As discussed in the Introduction section, The FSM RTI/Project LIFT National Core Team and State Leadership Team members serve as relevant stakeholders providing critical input for each SSIP Phase II component development. Team members included NDOE Chiefs and administrators, and LEA Department administrators, specialists, school administrators, teachers, and parents. In Phase II, FSM has established a SSIP/Project LIFT Core Team with specific responsibilities.

Addressing Barriers

The process for addressing barriers will follow the same approach of the Response to Intervention (RTI) framework. State Teams will implement improvement strategies and periodically meet to review project performance data to determine successes and barriers or areas needing improvement. NDOE team members will be continually informed of the outcomes of these periodic evaluations on a quarterly basis. However, the process allows states to report any issues or barriers on a monthly basis. NDOE team members will work with state teams and project consultants to review and address barriers reported by schools and states. NDOE team will, where appropriate, link with National Accreditation and State Accreditation teams to ensure that improvement efforts are closely monitored to ensure barriers are mitigated in a timely manner. Where intervention activities are not resolving identified barriers, teams will re-assess barriers and recommend alternate intervention activities to address the barriers.

Coherent Improvement Strategies

FSM NDOE has established a reporting mechanism to support the pilot school team implement the coherent improvement strategies with fidelity. NDOE has contracted with the University of Oregon to make available a Project LIFT consultant with expertise in the application of EBPs related to early English literacy development in the FSM. Since 2009, the University of Oregon Project LIFT consultant has provided on-site and off-site technical support to assist NDOE build local personnel capacity for improving early English literacy skills of all students. FSM's *RTI Project LIFT Overall Strategic Five-Year Plan*, included as Appendix C, describes the critical components of FSM's RTI framework, which includes responsibilities of the State Leadership Teams, school principals, and coaches. The implementation teams at the National and State levels assure school level personnel will have the training and support needed to implement with fidelity the EBPs related to early English literacy development.

With regular visits by the Project LIFT consultant and scheduled off-site consultation via e-mail and Skype, the pilot schools have been able to apply the EBPs. As discussed earlier, the pilot schools reported significant changes in English literacy instruction beginning 2014-2015 that could have contributed to the significant growth in student performance in just one year's time.

The establishment of FSM's SSIP Core Team will serve as the mechanism for reviewing EBP implementation at each pilot school to ensure fidelity of implementation. The March 2016 Pilot School Updates provided information regarding infrastructure needs for each Coherent Improvement Strategy identified in Phase I. The updates provided insights to the stages of

implementation as a Nation and for each State, as outlined in the FSM's *RTI Project LIFT Overall Strategic Five-Year Plan*.

Coherent Improvement Strategy #1: Establish and Implement Components of an RTI-Based Schoolwide Reading Model with Schools

Assessment

All Project LIFT schools reported having a schoolwide plan in place, with a priority for implementing the assessment screening three times a year: Beginning, Middle, and at the End of each school year. The procedures for screening are in place with personnel trained to conduct the screening. However, for a couple of schools, the changes in leadership and coach assignments have made it difficult to implement. As mentioned earlier, the end of the year screening in school year 2014-2015 was not conducted in two schools. This school year 2015-2016 however adjustments have been made in the pilot schools to ensure that the screening is conducted as scheduled.

Data Analysis

There has been an increase in the use of the assessment data for determining current performance levels for all grade levels and to determine individual student needs. The pilot schools indicated a need for additional training to support the data analysis reviews to ensure that the identified interventions match the needs of the students based on the screening assessment results.

Instruction

As reported earlier, the pilot schools reported significant changes in English reading instruction in school year 2014-2015. The schedule and effective strategies are being utilized and supported by a designated coach. The pilot schools however reported the need for more professional development and the English reading materials for full implementation.

Professional Development

The Project LIFT consultant continues to provide on-site and off-site professional development to the pilot school teachers and coaches. All four pilot schools reported that the on-site training has supported the changes in the classrooms. The off-site consultation includes the Project LIFT websites with various resources on teaching English reading, including training modules, and communication and follow-up consultation via e-mail and Skype. However, technology was reported to be a challenge in a couple of pilot schools due to internet difficulties for connectivity.

Leadership at the National, State, and School Levels

One of the strategies for developing a schoolwide reading model is building the knowledge base and instructional leadership skills of designated "RTI Liaisons" within each state department and principals at the school level. With new state leadership, this has been identified as an action to address for a couple of states (LEAs), which have been prioritized to be re-established or strengthened. In addition, principals need to be trained as instructional leaders to ensure the fidelity of EBP implementation.

Coherent Improvement Strategy #2: Provide Direct Instruction of English Oral Language and Reading Starting at ECE or Grade 1

Language Policies

All Pilot Schools reported having English language policies in place. However, the emphasis of having the policies inclusive of the requirement for specific professional development for incumbent primary teachers to be able to teach English language and reading is still not in place.

English Language and Reading Curriculum

NDOE established English and Math Student Learning Outcomes (SLOs) that have been incorporated into the National school accreditation process. All Pilot Schools acknowledged that the English SLOs and the Language Arts curriculum guide are in place. The issue raised by all Pilot Schools is the need for reading materials and training on the use of the materials and guidelines. The first FSM Reading Symposium is being coordinated by both general education and special education administrators to be held July 2016. This training will be conducted by the vendor supplying the reading programs Project LIFT endorsed for use in the pilot schools. This training will be held in conjunction with the annual Micronesia Teacher Education Conference, which will be held in the state of Yap in 2016.

Structured Professional Development

There is no ongoing structured professional development to ensure primary teachers have the skills to teach English language and reading. The Project LIFT consultant has worked closely with each Pilot School to provide professional development to teachers and assigned coaches. There needs to be a partnership established with the College of Micronesia (COM-FSM) teacher training, and at the state-level, a more coordinated effort across all initiatives related to English literacy training and support. One Pilot School reported that there are two other schools in their state that have been supported by other resources to implement an RTI framework.

Instructional Materials

Through FSM's exploration stage of implementation, Project LIFT identified the use of the Reading Mastery and Language for Learners reading materials in the Pilot Schools. All Pilot Schools reported that the materials have been procured, with many of the materials received already. The need now is to provide the training on the use of the materials. NDOE, in collaboration with the Pilot Schools and trainers, has scheduled the training in July 2016 in conjunction with the Micronesia Teacher Education Conference in Yap. One Pilot School also reported scheduling an on-site training with the trainer to ensure that all teachers can participate.

Coherent Improvement Strategy #3: Use Special Education Teachers for Small Group instruction within General Education Classroom

Service Delivery

As reported earlier, the Pilot Schools have reported significant changes in the delivery of instruction for students with disabilities. The RTI framework of tiered interventions has provided the structure for identifying and delivering needed instruction based on student screening results. It was agreed that additional training on IEP development and the delivery of specially-designed instruction is a need for all Pilot Schools.

Coherent Improvement Strategy #4: Provide Direct Support to and Monitoring of Special Education Teachers by State Level Personnel

School Visits

The Pilot Schools reported that school visits are being conducted by special education personnel. It was unclear however as to how the outcomes of the visits are used to support program improvement. As reported, special education has been used to school visits being about verification of data and compliance. There needs to be more of a focus on instruction and the delivery of instruction, which requires training to be provided to state-level special education personnel, as well as the coaches, on development and implementation of IEPs within the RTI framework.

Coherent Improvement Strategy #5: Increase Collaboration between General Education Personnel and Special Education Personnel at All Levels.

Collaboration

The Pilot Schools reported varying coordination and collaboration between general education and special education at the state-level in support of the project. One Pilot School indicated that general education specialists need to visit the school and support the project. The need for commitment, collaboration, and coordination is critical to ensure implementation with fidelity. In addition, school improvement plans need to reflect the focus on early English literacy.

Collaboration was also discussed by the Pilot Schools related to parents of the school community. One Pilot School has conducted training with parents on the reading components and how parents can incorporate the strategies in the homes. It was agreed that, although not a requirement in the Project LIFT five-year plan, as part of the FSM SSIP Phase II, parent awareness and training sessions will be included to ensure that all stakeholders are involved in addressing FSM's SIMR. Project LIFT parental activities will align with the objectives and performance measures outlined in the *Hawaii and Pacific Parent Training and Information Center Project* coordinated by Learning Disabilities Association of Hawaii that FSM is a member of. Both projects will leverage resources and personnel to ensure parents of children and young adults with disabilities, including those parents of school children involved in Project LIFT, are included in the process of educating their children.

Short-Term & Long-Term Outcomes

The Project LIFT short and long-term outcomes were established with the SIMR goal in mind and with consideration of U.S. Federal, FSM National and State requirements and policies. The project outcomes, both short and long-term, lined up to the project outputs, which are lined up to the project activities, which are lined up to or based on the project strategies.

The short-term outcomes are (a) school-wide assessment plans reflecting understanding of the use of data to guide instruction, (b) educators are knowledgeable in providing instruction in English and reading skills, (c) educators report high quality professional development, (d) monitor and support strategies are implemented consistently, (e) school data team meetings are

attended by general and special education staffs, and (f) parents and community understand the importance of English literacy.

The long-term outcomes are (a) all students in EC and grade 1 receive high quality English literacy instruction in the general education classroom and (b) NDOE infrastructure will support literacy instruction from EC to grade 5 in schools, homes, and community.

2(c): INVOLVEMENT OF MULTIPLE OFFICES: *FSM involved multiple offices within FSM NDOE to support LEAs in scaling up and sustaining the implementation of EBPs once they have been implemented with fidelity.*

As a function of the Project LIFT Core Team, NDOE through the Divisions of Basic Education/Accreditation and Special Services will coordinate planning for scaling up within each FSM State/LEA. The Project LIFT Core Team will draft a plan for review by the National and State Leadership Teams. Considerations in the plan include clear evidence for responses to the following questions:

1. Will scaling up be the same or different for each LEA?
2. Baseline performance before and with added schools/grade levels?
3. Budget required for scaling up?

COMPONENT #3: EVALUATION

3(a): ALIGNMENT TO THEORY OF ACTION: *FSM specified how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. FSM specified its impact on achieving measurable improvement in the SIMR for children and youth with disabilities.*

In order to ensure that the SSIP evaluation plan is aligned and comprehensive, the evaluation team worked with FSM leadership, TA partners, and stakeholders to align the evaluation plan, measures, and data collection with the SSIP Theory of Action. The benefits of this alignment to unify the evaluation activities and measures is to provide a road map that integrates the evaluation across measures at the national, state, and pilot school level. The process of aligning the evaluation with the SSIP Theory of Action supports all those involved to have a common understanding of not only the “big picture,” but the milestones and their individual and collective roles in achieving the desired results – in this case, improved English literacy skills. As can be seen in both the Theory of Action and the evaluation logic model, we have incorporated evaluation questions and measures for the coherent improvement strategies at each level of the outcome hierarchy. The data collection methods that align to the evaluation questions and performance measures will provide evidence of the FSM SSIP long term outcomes and ultimate achievement of the SIMR.

The NDOE has committed to having an external, objective, and unbiased assessment of the effectiveness of implementing its SSIP to determine the extent to which it has resulted in increased English literacy skills of all students in ECE/K-5 through Grade 5 in the FSM, with a particular focus on students identified as having a disability. We have worked with our external evaluators and stakeholder group to design a comprehensive evaluation plan which will assess the extent to which NDOE has effectively utilized its infrastructure to carry out the identified coherent improvement strategies and corresponding activities. In addition, we have allocated the appropriate resources to conduct the external evaluation of the SSIP, and more specifically, the SIMR.

We have provided information which represents the various connections between the theory of action, logic model and evaluation. The purpose of the evaluation will be to provide formative and summative evaluation information to NDOE and its stakeholders to: (1) support the planning, development, and implementation of the strategies and activities associated with the SSIP, and (2) to determine the worth, value, and ultimate impact of the SSIP and its SIMR with regard to the increased English literacy skills of all students in ECE/K-5 through Grade 5 in the FSM, with a particular focus on students identified as having a disability in the four participating pilot schools. Briefly, formative evaluation information is that which NDOE can use to continuously monitor project activities and make adjustments or corrections as necessary. The SSIP, even though carefully planned, can be subject to unanticipated events which require FSM DOE leadership and its stakeholders to rethink strategies and move the SSIP back on course—this is the purpose of formative evaluation. Summative evaluation is making a judgment with regard to the merit, worth, and impact of the SSIP. Simply put, summative evaluation asks “How effective were the SSIP coherent improvement strategies and accompanying activities in

increasing the English literacy skills of all students in EC through Grade 5 in the FSM, with a particular focus on students identified as having a disability in the four participating pilot schools.

Attachment D represents the FSM NDOE *Evaluation Logic Model*. We have capitalized on the benefits of a logic model to unify the coherent improvement strategies, activities and measures and provide a road map that integrates the evaluation across measures at the national, state, and building level. The process of developing the logic model assists all those involved to have a common understanding of not only the “big picture,” but the milestones and their individual and collective roles in achieving the desired results. As shown, we have identified five (5) coherent improvement strategies and present corresponding activities which will be undertaken at various levels of the system to address the coherent improvement activities. Moving from left to right in our evaluation logic model, we next present the outputs. The outputs represent the direct results of implementing the coherent improvement strategies and corresponding activities. Finally, we present our short, intermediate and long term outcomes which will ultimately contribute to the overall SIMR. Note that we have color coded the logic model to indicate which strategies and activities contribute to specific outcomes.

3(b): STAKEHOLDERS: *FSM’s evaluation development included stakeholders, with dissemination evaluation to the stakeholders.*

NDOE is committed to implementing evaluation activities that promote interactive learning and shared knowledge. We believe in the value of key stakeholders engaging in the evaluation design and implementation process. To ensure engagement of stakeholders, we utilized an evaluation approach that combines aspects of Participatory Evaluation and Utilization-Focused Evaluation. Participatory Evaluation is a partnership approach to evaluation in which stakeholders actively engage in developing and implementing the evaluation. Those who have the most at stake in the program or project being evaluated play a role in the development of relevant evaluation questions, selecting appropriate performance measures, and utilizing the evaluation results to make appropriate adjustments to the SSIP as needed. On the other hand, Utilization-Focused evaluation is a process for making decisions about these issues in collaboration with an identified group of primary users, focusing on the intended uses of evaluation (Patton, 2002). We believe that evaluation activities should yield results that will be used for decision-making as well as meeting requirements of the FSM NDOE. The focus on evaluation use is particularly important when there are a variety of audiences who wish to acquire information regarding SSIP performance and results. As Patton (2002) describes, this approach supports how results are used by intended users and permits consideration of these uses from the beginning stages of implementation to the conclusion of the project. Following the tenets of participatory and utilization of focused evaluation, NDOE convened a stakeholder group to work with our evaluators to design the evaluation logic model, formative and summative evaluation questions and corresponding performance measures as well as data collection methods. The FSM *SSIP Evaluation Logic Model* is attached as Appendix D.

We will be sharing all evaluation findings and reports with our stakeholder group. The evaluation results will be shared with national, state and pilot school staff and stakeholders

through quarterly feedback sessions with stakeholders and pilot school staff. Virtual meetings will be arranged to share project outcomes, including issues or barriers states may encounter. In addition, face to face meetings will be scheduled to coincide with any NDOE or State activities where team members are also expected to attend such meetings or trainings. Our intent is to make the sessions as useful as possible by incorporating a presentation of data and findings collected during the quarter with ample time for interactive discussion and questions. In addition to the feedback sessions, the evaluators will prepare evaluation memorandums that highlight findings from specific data collection activities (i.e., surveys, interviews) that can be disseminated broadly or posted to the FSM websites (<http://www.fsmed.fm> and <http://www.fsmped.org/dashboard>). In addition, our evaluators will prepare an annual evaluation report that summarizes all data collection activities and provides recommendations for enhancements or changes to the coherent improvement strategies and accompanying activities. The evaluation plan will be reviewed annually to determine if changes are required. A comprehensive final report will be submitted at the end of the SSIP cycle. The final evaluation report will include a complete analysis of the implementation of the SSIP, fully describing implementation and outcomes and presenting a rich description of project successes and challenges. The evaluation team will collaborate to integrate and draw conclusions from multiple data sources, working cooperatively with national, state staff, and our TA providers to develop the most comprehensive report possible.

3(c): METHODS FOR COLLECTING AND ANALYZING DATA: *FSM specified the evaluation methods for collecting and analyzing data to evaluate implementation and outcomes of the SSIP and progress toward achieving intended improvements in the SIMR.*

Appendix E represents FSM's SSIP comprehensive *Evaluation Plan*. In order to determine the extent to which the FSM has achieved its measurable result, we will ground the evaluation in sound design principles that include such strategies as: (1) triangulating the data, (2) using a mixed-methods design, (3) analyzing multiple data sources, (4) employing rigorous data analysis strategies, and (5) engaging in frequent and comprehensive reporting. To guide this work, evaluators have worked with the FSM leadership and key stakeholders to develop formative evaluation questions to address how well the SSIP coherent improvement strategies are being implemented. Likewise, a series of summative questions have also been developed to address the overall progress toward improved English literacy. The evaluation plan aligns the formative and summative questions with performance measures to guide the data collection and analysis in accordance with the requirements for Phase II of the SSIP. To ensure the evaluation plan is clear and meets the needs for information at critical points in implementation of the SSIP, we have developed an evaluation timeline, including specific tasks to be completed with start-end dates, milestones, and assigned staff responsibilities for each task. This timeline is intended to unify and clarify tasks associated with each evaluation activity, serving as a task road map for the collection of data across measures at the national, state, and school level.

To ensure that the evaluation plan addresses requirements of the SSIP, needs of the FSM Special Education Program, and is sound in design, we will use both quantitative and qualitative data collection strategies to provide summative, formative, and performance feedback for monitoring and assessing the fidelity of implementation of the coherent improvement strategies and the

outcomes. An important aspect of utilizing a blend of data collection methods is to provide the evaluators with the ability to triangulate data from multiple sources, thus increasing the validity of results. Below is the listing of the evaluation methods we will use to examine the implementation of FSM's coherent improvement strategies.

Document Review and Analysis

As activities are carried out to support the implementation of the SSIP, evaluation staff will review relevant documents and artifacts to assess the extent to which the activities were completed and with what level of effectiveness. These documents may include training resources (e.g., training on literacy, effective instruction), meeting schedules and summaries, professional development plans developed by Pilot Schools, and sample Individualized Education Plans (IEPs). This data collection method will provide information related to the infrastructure changes and how/whether they are aligned to the needs identified in Phase I of the SSIP. This data collection method will also yield information regarding fidelity of implementation of the coherent improvement strategies.

Surveys

The SSIP evaluation plan involves evaluating professional development as described in the Theory of Action and logic model (coaches and teachers trained) by addressing three areas: reactions to training and professional development, learning or knowledge/skill acquisition, and application of knowledge/skills. Following Guskey's (2000) model for effective evaluation of professional development, FSM DOE evaluators have identified the following surveys for use in the evaluation:

Coaching Surveys—The Coaching Surveys will be administered to Project LIFT coaches biannually and follow-up at critical points of implementation. The coaching surveys will examine levels of satisfaction and perceived change in the knowledge and skills of coaches following professional development activities. . The survey will solicit data regarding implementing the practices targeted by the training (coaching, evidence-based instruction).

Parent Survey-Evaluators will also conduct an annual *Parent Engagement Survey*. This survey will be designed to collect evaluation data regarding parent understanding of English literacy and strategies to support their child's English literacy development.

SWOT Analysis

Project LIFT Team' SWOT Analysis- The Project LIFT Team SWOT Analysis will be administered annually to the Project LIFT teams in each state to obtain information on (a) drivers and barriers relative to implementing the RtI Framework and English Literacy instruction and (b) the impact of infrastructure changes at the national, state and school level.

Teacher Needs Assessment

Teacher Needs Assessment-A Teacher Needs Assessment will be conducted biannually to gauge teachers' professional development needs with regards to implementing the RTI framework and English literacy in the classroom. Project LIFT national and state teams will also be working closely with the FSM Accreditation teams at both national and state to coordinate teacher training initiatives.

Teacher Focus Groups

Teacher Focus Groups- Focus groups will be conducted with general and special education teachers in each Pilot School to better understand what implementation "looks like" in the classroom. Particular attention will be placed on understanding the context within which specially designed instruction is provided relative to enhancing student performance in English literacy. Focus groups have provided valuable formative evaluation information to decision-makers for decades. According to the Carnegie Mellon Foundation (2015), "focus groups are particularly effective for identifying agreement across a group and for eliciting suggestions for improvement." Focus groups have been used extensively in the field of education in studies of evaluations of determining the effectiveness of innovative instructional approaches (Moskal, Saint & Saint, 2004).

Semi-Structured Interviews

As part of the qualitative data collection aspect of the SSIP evaluation plan, evaluators will conduct interviews with NDOE and State staff at specific points in time using semi-structured interview protocols. The major purpose would be to determine each person's (a) engagement in Project Lift initiatives; (b) understanding of their roles and responsibilities; (c) satisfaction with the training/TA agenda and outcomes; and (d) perceptions of strengths, weaknesses, and outcomes of implementing the coherent improvement strategies.

Progress Monitoring Data

Progress monitoring data will be reviewed quarterly from each Pilot School to examine the extent to which there are changes in individual student performance in English literacy as well as to identify progress across grades and schools over time.

Snapshots

Decades of educational research have shown that implementation fidelity is strongly associated with project success. Because of this robust correlation, assessing the implementation of the FSM SSIP Coherent Improvement Strategies will be an important objective of the evaluation. As a first step in the process, the evaluation team will work collaboratively with national and state staff to identify the key components of each core strategy, that is, the specific elements or indicators that must be in place to ensure the fidelity of implementation (e.g., key elements for determining effective implementation, identification of behaviors and activities that reflect effective implementation). Guided by the work of implementation research (Blasé & Fixsen,

2013), the external evaluators will then translate these elements into a tool, what refer to as “Snapshots” that will provide evaluation staff, NDOE and State leadership and Pilot School teams with a means of tracking implementation progress across core strategies.

To accomplish this task, we propose to use a collaborative data collection approach referred to as “Snapshots” (Supovitz & Taylor, 2005). Snapshots are structured school visits in which teams of educators (e.g., NDOE and State staff, Pilot School staff and evaluators) are trained in the use of highly operationalized rubrics to gauge the implementation of the core strategies. Topics common to all Snapshots will revolve around five main themes: (1) Adherence—Are the program components being implemented as intended? (2) Exposure—How much of the expected program content is being implemented? (3) Quality of the delivery (“How well is implementation being accomplished? (4) Student Responsiveness – (“How well has the implementation of Project LIFT engaged students? (5) Implementation Differentiation (“What are the unique features of implementation that are different from each Pilot School?) Evaluation staff, in collaboration with national and state leaders, will develop rubrics that carefully describe different levels of implementation for that topic. This will involve the use of evidence forms, which contain a short list of questions for teachers and other relevant educators, in addition to a list of artifacts for which the data collectors should look. A four point scale will be used to rate each of the items within the rubric (i.e., Preparing, Getting Started, Moving Along, and In Place). We will build on what principals collect during their daily walkthroughs as well as direct observations on the classroom.

The team of Snapshot data collectors will visit Pilot schools to assess implementation. The results of each Snapshot will be aggregated to report depth of implementation across Project LIFT. These results will also be used for sharing implementation ideas and innovative school and teacher strategies.

3(d): ALIGNMENT TO THEORY OF ACTION: *FSM will use the evaluation data to examine the effectiveness of the implementation, assess the progress toward achieving intended improvements, and make modifications to the SSIP as necessary.*

As indicated earlier, data will be reviewed quarterly with NDOE leadership, State leadership and stakeholders. The purpose of these reviews is to determine what, if any, continuous improvement efforts should be undertaken to mitigate any unexpected barriers to implementation of the coherent improvement strategies. If barriers are identified with regards to implementation of the improvement strategies, NDOE will engage our stakeholder group to discuss potential changes to implementation activities.

Guskey’s (2000) framework for evaluating professional development will serve as the foundation for the evaluation of NDOE’s technical assistance and professional development. Our evaluation team will map the five areas outlined by Guskey to develop specific survey items and interview questions. The five areas will provide information regarding 1) reactions to technical assistance and professional development, 2) learning or knowledge/skill acquisition, 3) organization support and change, 4) application of new knowledge and skills, and 5) student learning outcomes. This framework will help gather the appropriate data and the critical points in

time as the coherent improvement strategies are implemented. For example, surveys will be designed to gather data on participants' judgments of the learning and application and impacts of the professional development sessions conducted. Likewise, surveys, interviews, and Snapshots will evaluate organization support and implementation of the coherent improvement strategies in each Pilot School. Our use of the Guskey framework will help our data collection activities in relation to the implementation and application of RtI within the Pilot schools and how it has impacted student performance in English literacy. As Guskey describes, evaluation of professional development should involve multiple indicators and involvement of stakeholders in the planning process to help identify the "sources of evidence that they believe provide the best and most valid representation of success" (Kreider & Bouffard, 2006). As indicated earlier, we will conduct regular and systematic review of the evaluation data to determine what changes may be needed in the coherent improvement strategies, including the delivery of professional development. We will work with NDOE leadership, State leadership and stakeholders to address any needed changes in our professional development programming.

What is the process the State will use to make modifications to the SSIP as necessary? The state will use a process similar to what is presented above and in section 3(a) of this report. That is, FSM NDOE will present the evaluation findings and other data to Project LIFT stakeholder group for consideration and discussion. Evaluation findings and project data will be continuously validated throughout project implementation. We will propose suggested changes to the activities identified under our coherent improvement activities and request comments and feedback from our stakeholders relative to proposed changes. In addition, we will work with other divisions within the NDOE to identify additional areas for collaboration that may enhance the implementation of the SSIP.

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APPENDIX A

FSM Project LIFT Schoolwide Data Matrix



School: All Project Schools

School Year: 2015-16

Screening Period: Beginning of Year

	K-5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Assessment	Vernacular Letter Naming Fluency	Grade 1 English Oral Language Screener	Oral Language Screener	DIBELS Nonsense Word Fluency	DIBELS 4 th Grade Oral Reading Fluency	DIBELS 5 th Grade Oral Reading Fluency
Performance (% at each level)						
Benchmark	29/87 33%	48/133 36%	16/40 40%	61/146 42%	4/156 3%	9/120 8%
Strategic	34/87 39%	49/133 37%	17/40 43%	21/146 14%	15/156 10%	20/120 17%
Intensive	24/87 28%	36/133 27%	7/40 18%	64/146 44%	137/156 87%	91/120 76%
Assessment						
Assessment	Vernacular Letter Sound Fluency	English Letter Naming Fluency	English Letter Sound Fluency	Sight Word Fluency Assessment		
Performance (% at each level)						
Benchmark	26/87 30%	42/133 32%	66/90 73%	20/146 14%		
Strategic	43/87 49%	29/133 22%	16/90 18%	8/146 5%		
Intensive	18/87 21%	62/133 47%	8/90 9%	118/146 81%		
Assessment						
Assessment		Phoneme Segmentation				
Benchmark		31/133 23%				
Strategic		15/133 11%				
Intensive		87/133 65%				

All Project Schools Overall BOY Percentage: 28% Benchmark, 21% Strategic, 51% Intensive

APPENDIX B
 FSM Project LIFT
 Data Matrix for FSM
 Special Education Students



Schools: **All Project Schools**

School Year: **2015-16**

Screening Period: **Beginning of Year**

	K-5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Assessment	Vernacular Letter Naming Fluency	Grade 1 English Oral Language Screener	Oral Language Screener	DIBELS Nonsense Word Fluency	DIBELS 4th Grade Oral Reading Fluency	DIBELS 5th Grade Oral Reading Fluency
Benchmark	3/8 38%	2/3 66%	No Scores	1/10 10%	0/11 0%	0/8 0%
Strategic	4/8 50%	0/3 0%	Reported	3/10 30%	3/11 27%	1/8 12%
Intensive	1/8 12%	1/3 33%		6/10 60%	8/11 73%	7/8 88%
Assessment	Vernacular Letter Sound Fluency	English Letter Naming Fluency	English Letter Sound Fluency (LSF)	Sight Word Fluency Assessment		
Benchmark	5/8 63%	1/3 33%	2/3 66%	0/10 0%		
Strategic	3/8 38%	0/3 0%	0/3 0%	1/10 10%		
Intensive	0/8 0%	2/3 66%	1/3 33%	9/10 90%		
Assessment		Phoneme Segmentation				
Benchmark		0/3 0%				
Strategic		0/3 0%				
Intensive		3/3 100%				

BOY Overall Percentage of Benchmark: 21%; Strategic: 22%; Intensive: 57%

APPENDIX C
RTI Project Lift Overall Strategic Plan
Federated States of Micronesia
Five-Year Plan



	Year 0 2013-14	Year 1 SY 2014-15	Year 2 SY 2015-16	Year 3 SY 2016-17	Year 4 SY 2017-18
Commitment and Leadership					
National Level	<p>Obtain support from FSM Secretary of Education, National FSM Director and National FSM Special Education Director for implementation of Project LIFT</p> <p>Conduct National and State meeting with educational leaders to receive professional development on major components of RTI and plan initial start-up activities.</p> <p>Obtain financial commitment from National FSM Department of Education for Year 1 activities</p>	<p>Provide active support and oversight of Project LIFT.</p> <p>Obtain financial commitment from National FSM Department of Education for Year 2 activities</p> <p>Continue to build FSM RTI Manual.</p>	<p>Provide active support and oversight of Project LIFT.</p> <p>Obtain financial commitment from National FSM Department of Education for Year 3 activities</p> <p>Completion of FSM RTI Manual</p>	<p>Provide active support and oversight of Project LIFT.</p> <p>Obtain financial commitment from National FSM Department of Education for Year 4 activities</p> <p>Refine and edit FSM RTI Manual as needed.</p>	<p>Provide active support and oversight of Project LIFT.</p> <p>Plan for long-term sustainment of Project LIFT at original pilot sites and new sites including integrating effective sustainable practices into national policies and procedures.</p>
State Level	<p>Select State Leaders/Liaisons for Project LIFT from State RTI Teams</p> <p>Select coaches and ensure coaches have enough FTE to</p>	<p>State RTI team meets at least three times per year (including Director) to discuss current activities, data results, and progress toward goals.</p>	<p>State RTI team meets at least three times per year (including Director) to discuss current activities, data results, and progress toward goals.</p>	<p>State RTI team meets at least three times per year (including Director) to discuss current activities, data results, and progress toward goals.</p>	<p>State RTI team meets at least three times per year (including Director) to discuss current activities, data results, and progress toward goals.</p>

	Year 0 2013-14	Year 1 SY 2014-15	Year 2 SY 2015-16	Year 3 SY 2016-17	Year 4 SY 2017-18
	<p>conduct coaching activities</p> <p>Obtain financial commitment from State Departments of Education for Year 1 activities</p>	<p>State Project Lift Liaison meets at least 1x per month with building principal and coach to discuss progress and needs.</p> <p>State Level RTI team members visit classrooms 4x per year to observe integration of new practices and learnings</p> <p>Obtain financial commitment from State Departments of Education for Year 2 activities</p>	<p>State Project Lift Liaison meets at least 1x per month with building principal and coach to discuss progress and needs.</p> <p>State Level RTI team members visit classrooms 4x per year to observe integration of new practices and learnings</p> <p>Obtain financial commitment from State Departments of Education for Year 3 activities</p>	<p>State Project Lift Liaison meets at least 1x per month with building principal and coach to discuss progress and needs.</p> <p>State Level RTI team members visit classrooms 4x per year to observe integration of new practices and learnings</p> <p>Obtain financial commitment from State Departments of Education for Year 4 activities</p>	<p>State Project Lift Liaison meets at least 1x per month with building principal and coach to discuss progress and needs.</p> <p>State Level RTI team members visit classrooms 4x per year to observe integration of new practices and learnings</p> <p>Plan for long-term sustainability of Project LIFT at pilot sites including integrating effective sustainable practices into state policies and procedures</p>
Building Level	<p>Principal meets with staff to provide information on RTI and gain initial support from school staff.</p> <p>Principal attends professional development activities related to RTI Project LIFT</p> <p>Principal establishes professional development schedule for Project LIFT for upcoming school year (at least one time per month)</p> <p>Assists teachers in setting schedules for 30-minute daily intervention time for reading.</p>	<p>Principal oversees implementation of Year 1 Project LIFT activities.</p> <p>Principals receive PD on walk-through observations during reading instruction.</p> <p>Principal conducts walk-through visits at least 2x per month in each classroom starting at mid-year and provides feedback to teachers.</p> <p>Principals receive initial training on literacy leadership.</p>	<p>Principal oversees implementation of Year 2 Project LIFT activities.</p> <p>Principal conducts walk-through visits at least 2x per month in each classroom provides feedback to teachers.</p> <p>Principals receive additional targeted training on literacy leadership.</p>	<p>Principal oversees implementation of Year 3 Project LIFT activities.</p> <p>Principal conducts walk-through visits at least 2x per month in each classroom and provides feedback to teachers.</p> <p>Principals receive additional targeted training on literacy leadership.</p>	<p>Principal oversees implementation of Year 4 Project LIFT activities.</p> <p>Principal conducts walk-through visits at least 2x per month in each classroom and provides feedback to teachers.</p> <p>Principals receive additional targeted training on literacy leadership.</p>

	Year 0 2013-14	Year 1 SY 2014-15	Year 2 SY 2015-16	Year 3 SY 2016-17	Year 4 SY 2017-18
Coaching					
Responsibilities	<p>Attend all professional development activities related to RTI and Instructional Leadership</p> <p>Helps conduct mock screenings during school visits.</p> <p>Works with RTI consultants to prepare for implementation of RTI project.</p> <p>Establishes coaching schedule for 2014-15 school year.</p>	<p>Receive monthly training from RTI consultants on evidence-based instruction in literacy.</p> <p>E-mail and Skype with RTI consultants to discuss questions, concerns, and obtain other needed information</p> <p>Deliver monthly training to building staff on evidence-based instruction in literacy</p> <p>Lead building assessment activities</p> <p>Lead building RTI Data Team Meetings and provide recommendations for grouping and instruction for students performing below grade level</p> <p>Conduct classroom observations in all classes at least 2-3 times per month and provide side-by-side coaching to teachers inside classrooms</p> <p>Meet regularly with building principal to discuss progress of grades, classes and groups</p> <p>Meet with State Project Lift Liaison on a monthly basis to</p>	<p>Receive monthly training from RTI consultants on evidence-based instruction in literacy.</p> <p>E-mail and Skype with RTI consultant to discuss questions, concerns, and obtain other needed information</p> <p>Deliver monthly training to building staff on evidence-based instruction in literacy</p> <p>Lead building assessment activities</p> <p>Lead building RTI Data Team Meetings and provide recommendations for grouping and instruction for students performing below grade level</p> <p>Conduct classroom observations and provide side-by-side coaching to teachers inside classrooms</p> <p>Meet regularly with building principal to discuss progress of grades, classes and groups</p> <p>Meet with State Project Lift Liaison on a monthly basis to discuss building progress and</p>	<p>Receive monthly training from RTI consultants on evidence-based instruction in literacy.</p> <p>E-mail and Skype with RTI consultant to discuss questions, concerns, and obtain other needed information</p> <p>Deliver monthly training to building staff on evidence-based instruction in literacy</p> <p>Lead building assessment activities</p> <p>Lead building RTI Data Team Meetings and provide recommendations for grouping and instruction for students performing below grade level</p> <p>Conduct classroom observations and provide side-by-side coaching to teachers inside classrooms</p> <p>Meet regularly with building principal to discuss progress of grades, classes and groups</p> <p>Meet with State Project Lift Liaison on a monthly basis to discuss building progress and</p>	<p>Receive monthly training from RTI consultants on evidence-based instruction in literacy.</p> <p>E-mail and Skype with RTI consultant to discuss questions, concerns, and obtain other needed information</p> <p>Deliver monthly training to building staff on evidence-based instruction in literacy</p> <p>Lead building assessment activities</p> <p>Lead building RTI Data Team Meetings and provide recommendations for grouping and instruction for students performing below grade level</p> <p>Conduct classroom observations and provide side-by-side coaching to teachers inside classrooms</p> <p>Meet regularly with building principal to discuss progress of grades, classes and groups</p> <p>Meet with State Project Lift Liaison on a monthly basis to discuss building progress and</p>

	Year 0 2013-14	Year 1 SY 2014-15	Year 2 SY 2015-16	Year 3 SY 2016-17	Year 4 SY 2017-18
		discuss building progress and needed supports	needed supports Meets with new staff to provide professional development.	needed supports Meets with new staff to provide professional development.	needed supports Meets with new staff to provide professional development.
Coaching Professional Development	Receive professional development in the following areas: <ul style="list-style-type: none"> • Components of RTI • Essential components of teaching reading • Instructional interventions for small groups (MTEC) • Daily reading lesson planning (MTEC) 	Receive professional development in the following areas: Specifics and Schedule TBD	Receive professional development in the following areas: Specifics and Schedule TBD	Receive professional development in the following areas: Specifics and Schedule TBD	Receive professional development in the following areas: Specifics and Schedule TBD
Assessments					
Select Assessments	Select Screening Assessments EC-Grade 5 in vernacular and English Select Summative Assessments	Select progress monitoring assessments Select Diagnostic Assessments and/or Tools	Complete entire Schoolwide Assessment Plan across K-3 grade levels	Made needed adjustments to Schoolwide Assessment Plan	Made needed adjustments to Schoolwide Assessment Plan
Conduct Assessments	Select State Project LIFT Assessment Cadres Conduct training for selected assessments to State Assessment Cadres	Conduct Benchmark Screenings 3x/year in EC-Grade 5 Conduct Summative Assessments at end of year	Conduct Benchmark Screenings 3x/year Conduct progress monitoring for below benchmark students 1 time per month Use diagnostic assessments as needed Conduct Summative Assessments at end of year	Conduct Benchmark Screenings 3x/year Conduct progress monitoring for below benchmark students. Increase progress monitoring to 2x per month for significantly at-risk students. Use diagnostic assessments as needed Conduct Summative Assessments at end of year	Sustain and refine assessment practices

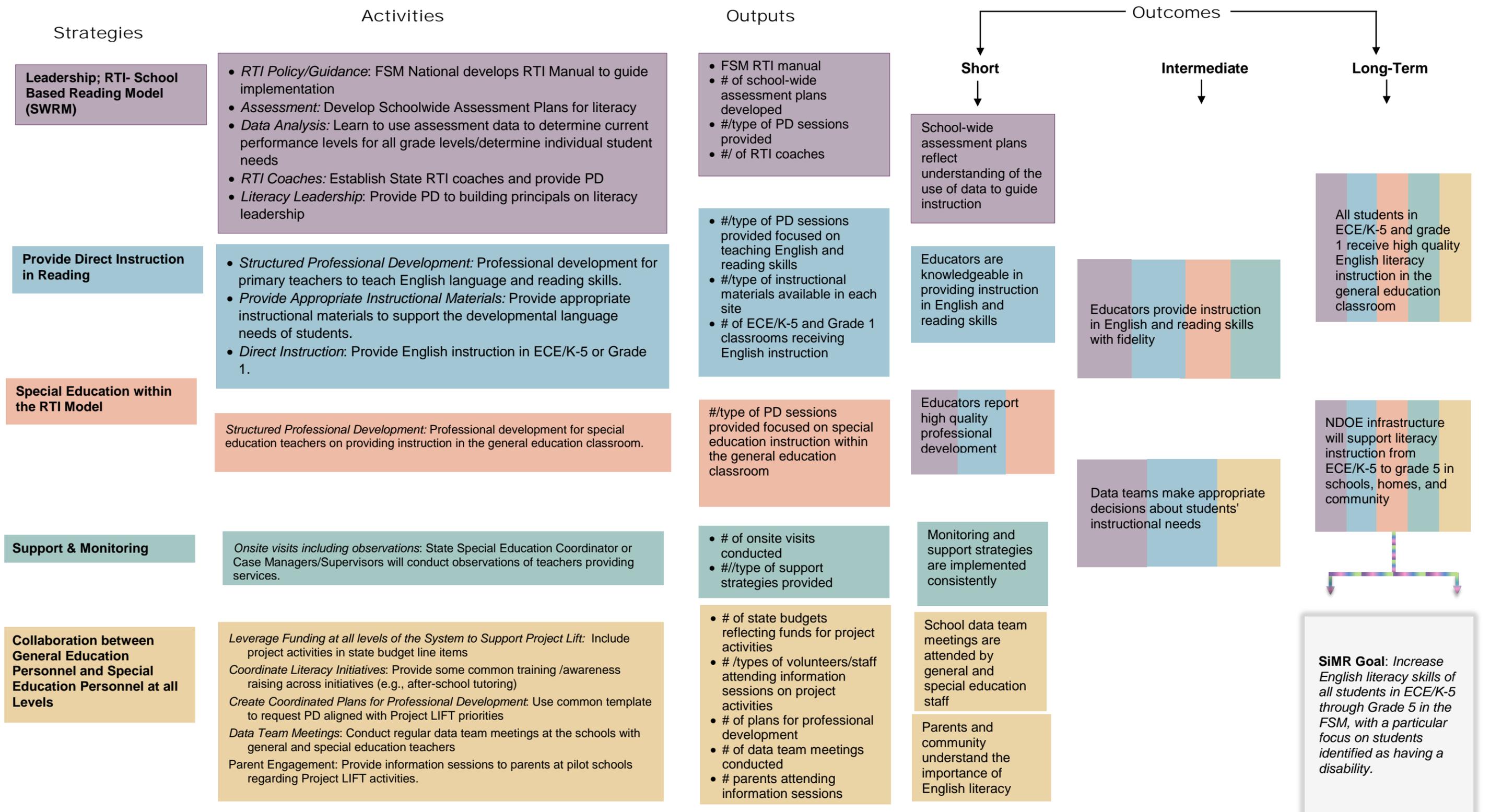
	Year 0 2013-14	Year 1 SY 2014-15	Year 2 SY 2015-16	Year 3 SY 2016-17	Year 4 SY 2017-18
Data Analysis					
RTI Data Team	Determine RTI Data Team at building level (should include building RTI staff plus j. Coaches receive PD on how to lead and conduct data meetings	RTI Data Team meets with teachers 3x/year after benchmarking. Coaches lead meetings. Receive PD on data-based decision making.	RTI Data Team meets one time per month to discuss screening data and ongoing collection of progress monitoring data for below grade level students. Ongoing PD on data-based decision-making as needed.	RTI Data Team meets one time per month and other times as needed Refine and sustain RTI Data Team practices	RTI Data Team meets one time per month and other times as needed Refine and sustain RTI Data Team practices
Data Analysis	Receive PD on interpreting reading assessment data	PD on analyzing screening data. Analyze data from screening at the student, classroom and school levels 3x per year.	Analyze data from screening at the student, classroom and school levels 3x per year. Determine students needing diagnostic assessments for program planning.	Refine procedures for data analysis.	Refine procedures for data analysis.
Group for Instruction	Receive initial PD on grouping students for instruction based upon screening and other student data.	RTI Data Team determines students needing Tier 2 instruction at each grade level. Teachers begin grouping students for Tier 2 instruction according to students' needs and resources available.	RTI Data Team determines students needing Tier 2 instruction at each grade level. Teachers group for Tier 2 instruction according to students' needs and resources available.	RTI Data Team determines students needing Tier 2 and Tier 3 instruction at each grade level. Teachers group for Tier 2 and Tier 3 instruction according to students' needs and resources available.	RTI Data Team determines students needing Tier 2 and Tier 3 instruction at each grade level. Teachers group for Tier 2 and Tier 3 instruction according to students' needs and resources available.
Instruction					
Schedule	Work on school schedule for adding Tier 2 intervention time for all grade levels	Add 15-45 intervention time depending upon grade level for Tier 2 instruction	Adjust Tier 2 intervention time depending upon grade level as needed	Differentiate intervention time for Tier 2 and Tier 3 instruction depending upon grade level	Adjust intervention time for Tier 2 and Tier 3 instruction depending upon grade level
Instructional Focus and Delivery	Receive PD on essential components of teaching reading (five essential components as identified by	Focus on improvement in Tier 1 instruction. Receive PD including:	Focus on improvement in Tier 1 instruction. Receive ongoing professional	Focus on improvement in Tier 1 instruction. Receive ongoing professional	Focus on improvement in Tier 1 instruction. Receive ongoing professional

	Year 0 2013-14	Year 1 SY 2014-15	Year 2 SY 2015-16	Year 3 SY 2016-17	Year 4 SY 2017-18
	National Reading Panel)	- Components of an evidence-based reading lesson plan - Instructional routines -Characteristics of effective instruction	development, content TBD	development, content TBD	development, content TBD
Intervention	Receive PD on intervention options for students receiving Tier 2 instruction	Receive continued PD on intervention options for students receiving Tier 2 instruction Implement Tier 2 interventions	Receive continued PD on intervention options for students receiving Tier 2 instruction and begin to receive PD on Tier 3 intervention Implement Tier 2 interventions	Implement Tier 3 interventions.	Refine instructional practices at all tiers.
Instructional Materials	Analyze adequacy of Tier 1 reading materials. Analyze adequacy of materials available for Tier 2 instruction.	Analyze needs and consider purchasing Tier 1 core language development and reading programs for K-5 Analyze and consider purchasing materials needed for Tier 2 instruction. If purchased, plan for and receive initial training for use of new Tier 1 and Tier 2 materials	If purchased, plan for and receive ongoing in-class training for use of new Tier 1 and Tier 2 materials Consider purchasing Tier 3 language development and reading materials	Consider adding materials as needed based on student assessment data	Consider adding materials as needed based on student assessment data
Project LIFT Program Evaluation					
Goals	Establish goals for overall Project Lift Establish grade level goals for end-of-year proficiency levels	Establish grade level goals for end-of-year proficiency levels at pilot schools	Set and adjust grade level goals for end-of-year proficiency levels at pilot schools as needed	Set and adjust grade level goals for end-of-year proficiency levels at pilot schools as needed	Set and adjust grade level goals for end-of-year proficiency levels at pilot schools as needed
Methods	Establish methods for measuring project progress				
Data Collection		Collect baseline data from pilot schools and baseline data	Collect baseline data from pilot schools and baseline data	Collect baseline data from pilot schools and baseline data	Collect baseline data from pilot schools and baseline data

	Year 0 2013-14	Year 1 SY 2014-15	Year 2 SY 2015-16	Year 3 SY 2016-17	Year 4 SY 2017-18
		from comparison schools Collect middle and end-of-year data			
Data Analysis		Analyze growth across school year for pilot schools Analyze and compare growth in pilot schools versus comparison schools	Analyze growth across school year for pilot schools Analyze and compare growth in pilot schools versus comparison schools	Analyze growth across school year for pilot schools Analyze and compare growth in pilot schools versus comparison schools	Analyze growth across school year for pilot schools Analyze and compare growth in pilot schools versus comparison schools
Evaluation Report		Complete evaluation report at end of Year 1	Complete evaluation report at end of Year 2	Complete evaluation report at end of Year 3	Complete evaluation report at end of Year 4

*** RTI Consultants to provide support for RTI Project Lift Activities through direct professional development, technology-based professional development, and ongoing consultation.**

APPENDIX D
FSM SSIP EVALUATION LOGIC MODEL



APPENDIX E: FSM State Systemic Improvement Plan (SSIP) Evaluation Plan

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p>Implement Schoolwide Reading Model</p> <p>a. RTI Policy/Guidance: FSM National develops RTI Manual to guide implementation</p> <p>b. Assessment: Develop Schoolwide Assessment Plans for literacy</p> <p>c. Data Analysis: Learn to use assessment data to determine current performance levels for all grade levels/determine individual student needs</p> <p>d. RTI Coaches: Establish State RTI coaches and provide PD</p> <p>e. Literacy Leadership: Provide PD to building principals on literacy leadership</p>	<p>FSM RTI Manual</p> <p># of Schoolwide assessment plans developed</p> <p>#/type of PD sessions provided</p> <p># of RTI coaches</p>	<p>Short School-wide assessment plans reflect understanding of the use of data to guide instruction</p> <p>Intermediate Data teams make appropriate decisions about students' instructional needs</p> <p>Long Term All students in ECE/K-5 and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE and State infrastructure will support literacy instruction from ECE/K-5 to grade 5</p>	<p>F1: To what extent do the State RTI teams support the implementation of the FSM RTI Model?</p> <p>F2: To what extent do the teachers at Pilot Schools understand how to use progress monitoring data to adjust reading instruction?</p> <p>S3: To what extent was there increased fidelity of implementation in utilizing the RTI Model to improve English literacy skills? To what extent is NDOE and State preparing to scale up its TA support and coaching to other schools for providing English literacy instruction?</p>	<p>F1(a) #/type of leadership meetings focused on infrastructure support for Pilot Schools</p> <p>F2(a) #/% of decisions regarding student level instructional needs and supports that are implemented</p> <p>S3 (a) % of educators at Pilot Schools implementing the RTI Model with fidelity (b) %/type of technical assistance and supports related to scale up activities for grade levels in each school.</p>	<p>Document Review</p> <p>Teacher Needs Assessment</p> <p>Coaching Survey</p> <p>SWOT Analysis</p> <p>Interviews with NDOE & State leadership</p>

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p>Provide Direct Instruction in Reading</p> <p>a. <i>Structured Professional Development:</i> Professional development for primary teachers to teach English language and reading skills.</p> <p>b. Provide Appropriate Instructional Materials: Provide appropriate instructional materials to support the developmental language needs of students.</p> <p>c. <i>Direct Instruction:</i> Provide English instruction in ECE/K-5 or Grade 1.</p>	<p>#/type of PD sessions provided focused on teaching English and reading skills</p> <p>#/type of instructional materials available in each site</p> <p># of ECE/K-5 Grade 1 classrooms receiving English instruction</p>	<p>Short Educators are knowledgeable in providing instruction in English and reading skills Intermediate Educators report high quality professional development</p> <p>Educators report high quality professional development Intermediate Educators provide instruction in English and reading skills with fidelity</p> <p>Data teams make appropriate decisions about students' instructional needs</p> <p>Long Term All students in ECE/K-5 and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE infrastructure will support literacy instruction from ECE/K-5 to grade 5</p>	<p>F3: To what extent did NDOE and State provide high quality professional development? Were teacher educators from the Pilot Schools satisfied with the quantity and intensity of the professional development provided by NDOE and State?</p> <p>F6: To what extent are Pilot School Teachers able to provide English literacy instruction in ECE/K-5 to Grade 5?</p> <p>S3: To what extent was there increased fidelity of implementation in utilizing the RTI Model to improve English literacy skills? To what extent is NDOE and State preparing to scale up its TA support and coaching to other schools for providing English literacy instruction?</p>	<p>F3(a) Consistency between provided and intended PD (b) % of PD participants who report that the PD was of high quality, relevant, and useful; (c) % of PD participants who report that they are satisfied with the quantity and intensity of PD sessions.</p> <p>F6(a) (a) Type/Frequency of differentiated reading instruction in general education classrooms</p> <p>S3 (a) % of educators at Pilot Schools implementing the RTI Model with fidelity (b) %/type of technical assistance and supports related to scale up activities for grade levels in each school.</p>	<p>Document Review Teacher Needs Assessment Teacher Focus Groups Coaching Survey Progress Monitoring Data Snapshots</p>

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p>Special Education within the RTI Model a. Structured Professional Development: Professional development for special education teachers on providing instruction in the general education classroom.</p>	<p>#/type of PD sessions provided focused on teaching English and reading skills</p>	<p>Short Educators report high quality professional development</p> <p>Intermediate Educators provide instruction in English and reading skills with fidelity</p> <p>Data teams make appropriate decisions about students' instructional needs</p> <p>Long Term All students in ECE/K-5 and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE infrastructure will support literacy instruction from ECE/K-5 to grade 5</p>	<p>F3: To what extent did NDOE and State support high quality professional development? Were teacher educators from the Pilot Schools satisfied with the quantity and intensity of the professional development provided by NDOE and State?</p> <p>F4: To what extent did RTI coaches provide high quality coaching and technical assistance? Were teacher educators from the Pilot Schools satisfied with the frequency and depth of the coaching and technical assistance provided by coaches?</p> <p>F7: To what extent are Pilot School Special Education Teachers able to provide English instruction in ECE/K-5 to Grade 5 for students with disabilities using specially designed instruction?</p> <p>S2: As a result of NDOE and State PD and</p>	<p>F3(a) Consistency between provided and intended PD (b) % of PD participants who report that the PD was of high quality (c) % of PD participants who report that they are satisfied with the quantity and intensity of PD sessions.</p> <p>F4(a) Consistency between provided and intended coaching opportunities (b) % of Pilot School teachers who report that the coaching was of high quality(c) % of teachers who report that they are satisfied with the quantity and intensity of coaching sessions</p> <p>F7(a) Type/Frequency of IEP goals that reflect specially designed instruction for English literacy in general education classrooms</p> <p>S2(a) % of students in Pilot Schools with improved English literacy skills as</p>	<p>Document Review Teacher Needs Assessment Teacher Focus Groups Coaching Survey Progress Monitoring Data Snapshots</p>

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
			<p>technical assistance to Pilot Schools, to what extent did students with disabilities have access to high quality English literacy instruction? How did student performance improve over time?</p>	<p>measured by summative assessment; (b) % of educators at Pilot Schools providing English literacy instruction with fidelity</p>	
<p>Support and Monitoring a. Onsite visits including observations: State Special Education Coordinator or Case Managers/ Supervisors will conduct observations of teachers providing services.</p>	<p># of onsite visits conducted #//type of support strategies provided</p>	<p>Short Monitoring and support strategies are implemented consistently</p> <p>Intermediate Educators provide instruction in English and reading skills with fidelity</p> <p>Data teams make appropriate decisions about students' instructional needs</p> <p>Long Term All students in ECE/K-5 and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE infrastructure will support literacy instruction from ECE/K-5 to grade 5</p>	<p>F4: To what extent did RTI coaches provide high quality coaching and technical assistance? Were teacher educators from the Pilot Schools satisfied with the quantity and intensity of the coaching and technical assistance provided by coaches?</p> <p>S3: To what extent was there increased fidelity of implementation in utilizing the RTI Model to improve English literacy skills? To what extent is NDOE and the state preparing to scale up its TA support and coaching to other schools for providing English literacy instruction?</p>	<p>F4(a) Consistency between provided and intended coaching opportunities (b) % of Pilot School teachers who report that the coaching was of high quality; (c) % of teachers who report that they are satisfied with the quantity and intensity of coaching sessions</p> <p>(a) % of educators at Pilot Schools implementing the RTI Model with fidelity (b) %/type of NDOE and State technical assistance and supports related to scale up activities for grade levels in each school.</p>	<p>Document Review Snapshots</p>

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p>Collaboration between General Education Personnel and Special Education Personnel at all Levels</p> <p>a. Leverage Funding at all levels of the System Include project activities in State budget line items.</p> <p>b. Coordinate Literacy Initiatives: Provide information sessions for providers of other reading related initiatives (e.g., afterschool tutoring)</p> <p>c. Create Coordinated Plans for Professional Development: Use common template to request PD aligned with project priorities</p> <p>d. Data Team Meetings: Conduct regular data team meetings at the building level with general and special education teachers</p> <p>e. Parent Engagement: Provide information sessions to parents at pilot schools regarding project activities</p>	<p>#/types of funding sources committed to project activities</p> <p># /types of coordinated training across literacy initiatives</p> <p>#/of requests for professional development aligned to project priorities</p> <p># of general and special education teachers participating in data team meetings</p> <p>#/types of parent engagement strategies included in school improvement plans</p>	<p>Short School data team meetings include special and general education participation</p> <p>Intermediate Data teams make appropriate decisions about students' instructional needs</p> <p>Long Term All students in ECE/K-5 and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE and State infrastructure will support literacy instruction from ECE/K-5 to grade 5</p>	<p>F5: To what extent is collaboration occurring across all levels of the system to address English literacy skills for all children?</p>	<p>F5(a) Types of funding committed by general and special education to support project activities (b) % of literacy initiatives coordinated (c) % of requests for professional development aligned to project activities approved/implemented (d) % parents report understanding of strategies to support reading instruction</p>	<p>Document Review SWOT Analysis Parent Survey Interviews with NDOE & State leadership</p>